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Three types of team teaching concepts, varying in teacher-to-teacher and teacher-to-student relationships, grading techniques, and facilities can be identified. For the first type, teachers plan a curriculum together and then teach this curriculum in their separate classrooms. For the second type, teachers plan together, share the teaching of major concepts to large groups, and work autonomously with their own students in smaller groups. For the third type, teachers plan the curriculum together, share large group lecture presentations, and work together with the students on an individual basis without reference to a class of their own. (SP)

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Concepts of Team Teaching

By VARNELL BENCH*

Team teaching as a concept has been variously interpreted by schools throughout the nation. This interpretation and accompanying translations into educational processes have ranged from simple "across the hall" collaboration to the most complex curriculum and schedule modifications.

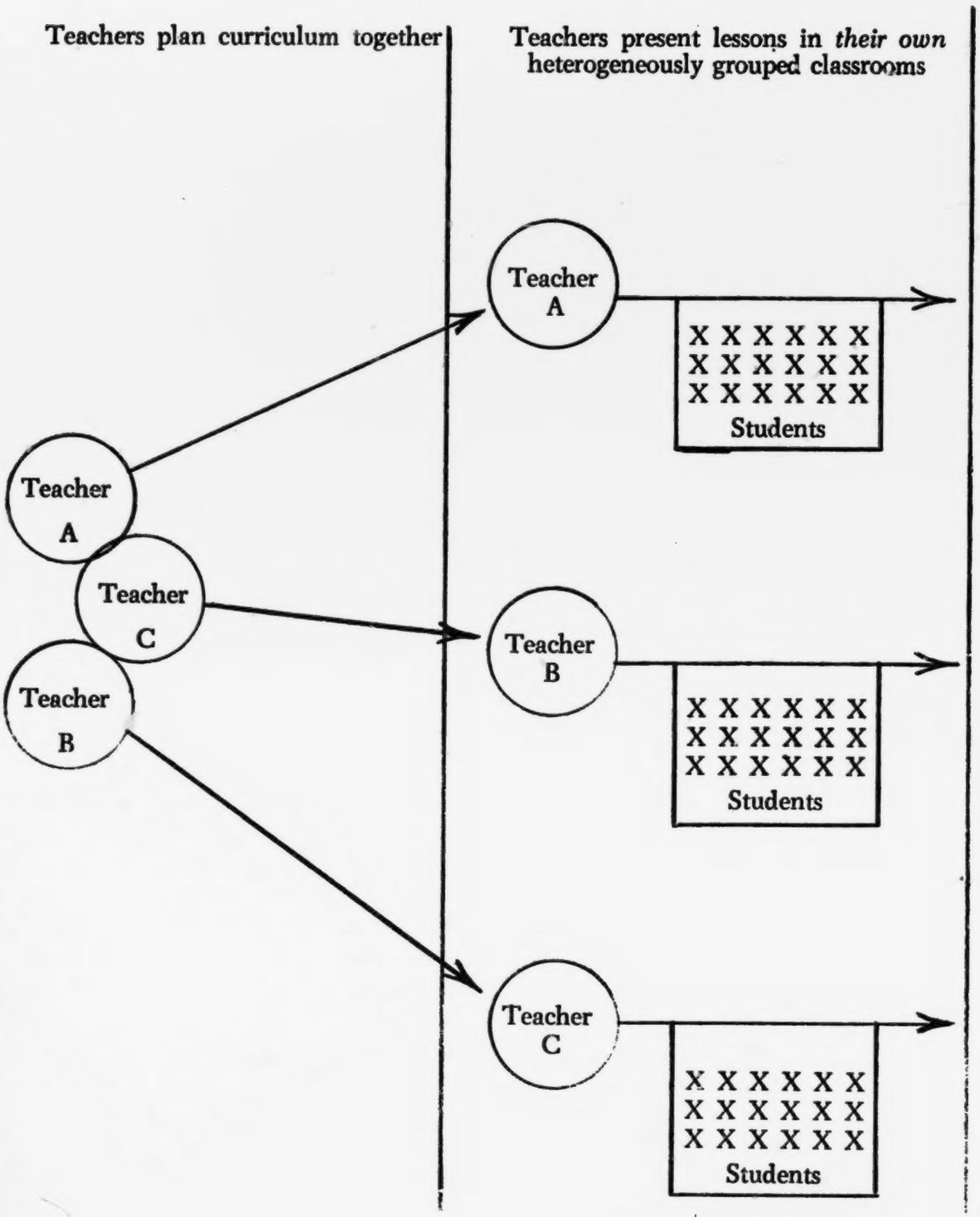
In an effort to classify the more prevalent interpretation of team teaching, the concept description which follows may be useful. Some newly formed teams may be implementing "Concept A". As teams become experienced and more confident they may proceed to "Concept B". When time is made available for curriculum planning (over and above time for planning lessons) the team may be ready for "Concept C".

In its most useful form, team teaching requires flexibility in the grouping of students and the use of facilities to assure the maximum growth and development of each individual. It also requires that teachers, based on diagnosis and evaluation, provide alternatives for learning.

Student needs and personality are related to teacher personality and skills. Teachers plan, prepare, present and evaluate together.

Social Studies Team, Wahlquist Junior High School

TEAM TEACHING CONCEPT "A"


Teachers plan curriculum together
Teachers present lessons in *their own* heterogeneously grouped classrooms
Relationships
Teacher A
Teacher C
Teacher B
Teacher A
Teacher B
Teacher C
X X X X X X
X X X X X X
X X X X X X
Students
X X X X X X
X X X X X X
X X X X X X
Students
X X X X X X
X X X X X X
X X X X X X
Students

1. *Teacher to Teacher Relationship*—Teachers work together in curriculum writing workshops and possibly consult one another in a common planning period.

2. *Teacher to Student Relationships*—Students are assigned to specific teachers and the teachers accept the students as his class.

3. *Grading Techniques*—Each teacher has his own grading techniques and his own roll book.

4. *Facilities*—Each teacher has his own classroom which is seldom visited by other teachers. Through their common planning they may schedule the resource center to meet their needs.

5. *Teacher Compatibility* — This team teaching technique requires a minimum of compatibility among the staff.

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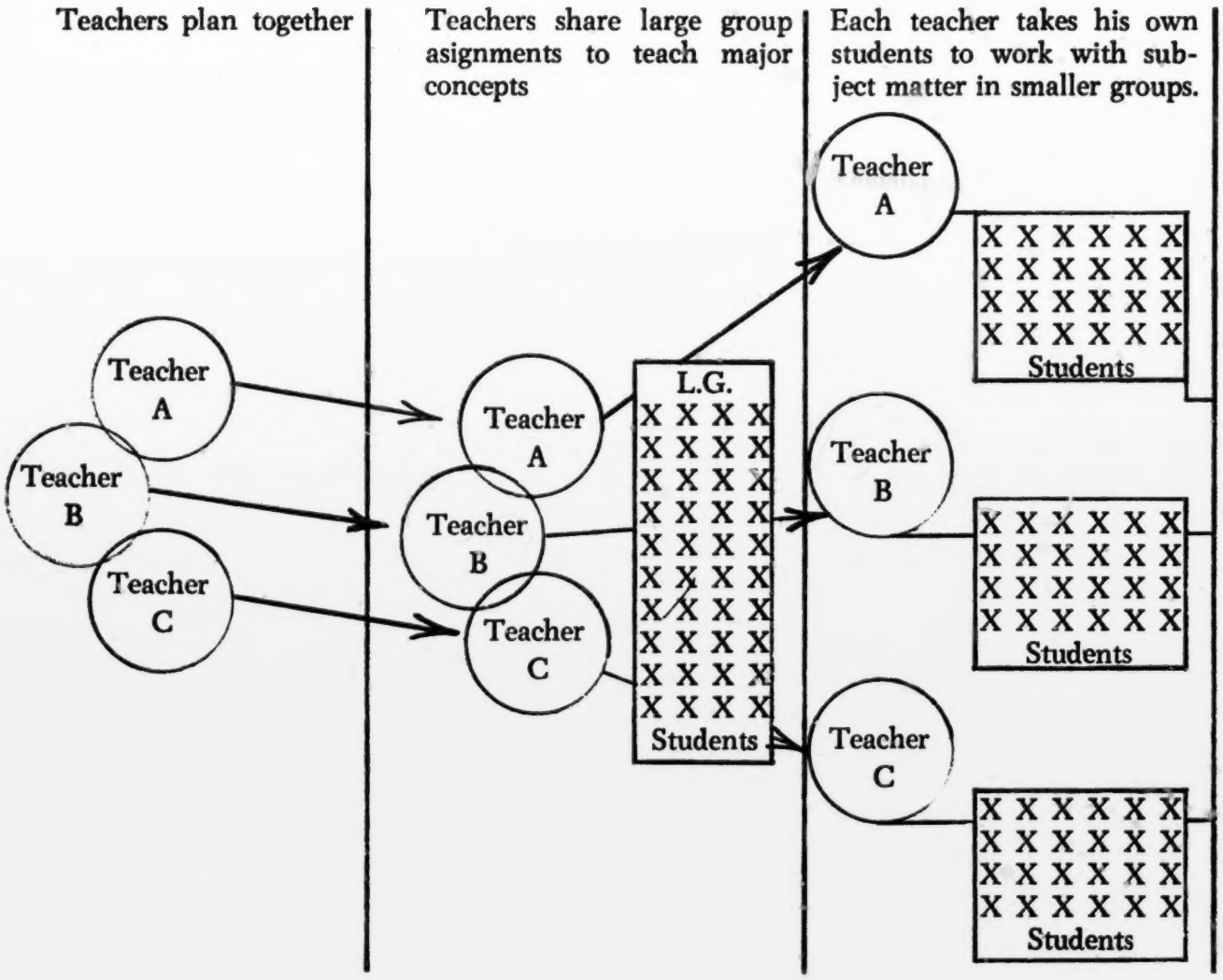
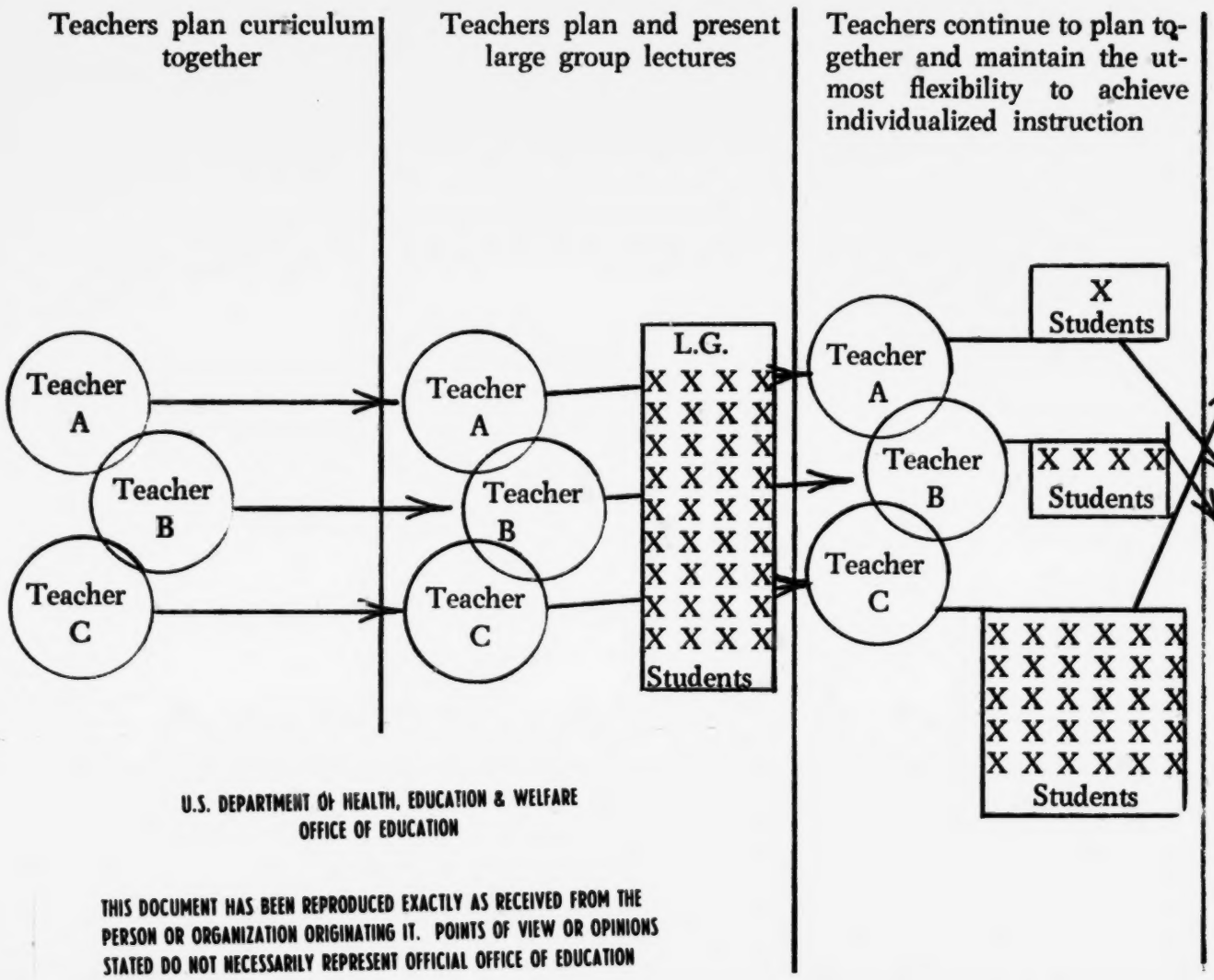
TEAM TEACHING CONCEPT "B"


Teachers plan together
Teachers share large group asignments to teach major concepts
Each teacher takes his own students to work with subject matter in smaller groups.
Relationships
Teacher A
Teacher B
Teacher C
L.G.
X X X X
Students
Teacher A
Teacher B
Teacher C
X X X X X X
Students
Teacher A
Teacher B
Teacher C
X X X X X X
Students
1. Teacher to Teacher Relationships—Teachers must have a similar frame of reference, be confident with one another, and accept criticism.
2. Teacher to Student Relationship — The student identifies himself with one teacher although he gets a brief exposure to other teachers.
3. Grading Techniques — Each teacher can maintain his grading technique.
4. Facilities — Facilities are shared during large group instruction after which teachers return to their own classroom.
5. Teacher Compatibility — Teacher compatibility depends on time spent in large group instruction.

TEAM TEACHING CONCEPT "C"


Teachers plan curriculum together
Teachers plan and present large group lectures
Teachers continue to plan together and maintain the utmost flexibility to achieve individualized instruction
Relationships
Teacher A
Teacher B
Teacher C
L.G.
X X X X
Students
Teacher A
Teacher B
Teacher C
X
Students
X X X X
Students
X X X X X X
Students
1. Teacher to Teacher Relationship — Teachers must have a similar frame of reference, be confident with one another, accept criticism, and maintain daily planning together to achieve the maximum of individualized instruction.
2. Teacher to Student Relationship — Teachers look to the students as being students of the team and give up the concept of "my class".
3. Grading Techniques — A grading technique is developed by the team. Evaluation becomes a team responsibility and is continuous.
4. Facilities—Each facility is used according to how it fits the team's needs.
5. Teacher Compatibility — At this level, interpersonal communications and compatibility are essential.

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